

WORLD EDUCATION NEWS & REVIEWS

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WES

March/April 1998

Regional News

Africa

GHANA

THE ASSOCIATION OF AFRICAN UNIVERSITIES (AAU) has published its first descriptive bibliography on higher education in Africa. Containing nearly 500 references, it is an extract of a database installed by the AAU and is divided into two parts: a selective "Bibliographic List" referencing documents by author, title, editor, date of publication, etc., and a tripartite "Index" of subjects, authors and institutions. *The Bibliography on Higher Education in Africa, No. 1, 1995* is available from the Association of African Universities, PO Box 5744, Accra, North Ghana.

ABCD No. 130 Oct/97

SOUTH AFRICA

A PROMINENT BLACK EDUCATOR has attacked the government for its attempts to increase the proportion of black teachers at secondary level through "redeployment." The Vice Chancellor of the University of Cape Town, Mamphela Ramphele, calls the government's policy "practices for short-term gain, in which the losers will be the poor, who are mainly black." Dr. Ramphele says the government must balance the need to maintain teaching standards with achieving racial equity.

It is the first time that a leading black educator has confronted the government. Dr. Ramphele has impeccable credentials because of her ties with the Black Consciousness movement and her credibility among whites, who recognize her efforts to keep UCT as a center of excellence. The plan to force teacher redeployment without attractive incentives recently was ruled illegal by a High Court, but the government has threatened to appeal the decision.

Times Higher 12/19/97

Asia-Pacific

AUSTRALIA

THE UNIVERSITY OF BALLARAT, once Australia's smallest public university, has expanded more than fourfold as the result of a merger with Victoria's School of Mines and Industry and the Wimmera Insti-

tute of TAFE, effective January 1, 1998. The amalgamations increase enrollments for the university from little more than 4,000 to 18,500 full and part-time students. *Campus Review 12/3-9/97*

FOREIGN STUDENTS enrolled in Australian institutions in 1996 rose by 18.9 percent over 1995 figures, but the proportion in higher education fell by more than two percent while the proportion in vocational education and training rose by nearly two percent, according to the Department of Employment, Education, Training and Youth Affairs.

The total overseas student figure for 1996 was just over 140,000, compared with 120,000 in 1995. Nearly half were enrolled in business administration and economics. Asian countries remained the top ten sources of overseas students and continued to account for 84 percent of overseas students in Australia.

In 1996 South Korea became the largest source of overseas students for the first time, supplanting Indonesia. The two leaders were followed by Malaysia, Japan, Singapore, Hong Kong, Taiwan, Thailand, India and China, in that order. Monash University reported the highest number of overseas students, ten percent of its total enrollment. *Campus Review 9/3-6/97*

CHINA

ON-LINE ACADEMIC EXAMINATIONS are a future goal of the National Education Examinations Authority (NEEA) under the State Education Commission. A project to link NEEA's main buildings in Beijing to the Internet and Intranet will be completed early this year, giving NEEA access to all on-line information sources, including the US Education Testing Service and Britain's University of Cambridge Local Examinations Syndicate. NEEA is responsible for the overall management of more than 10 major national academic examinations in China. These include college entrance examinations for high school graduates,

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Regional News

adults and self-taught students and overseas examinations such as TOEFL, GRE, GMAT and BEC. The completed project also will enable NEEA to disseminate its examination results quickly and accurately to other countries.

China Daily 1/7/98

INDIA

THE MADURAI COMMUNITY COLLEGE, a job-oriented, skill-based, work-related institution founded by the Jesuits, opened on the Loyola Technical Institute campus in Tamil Nadu in July 1997. It aims to provide students with skills in the commerce, business, industry or service sectors, which are needed in the local economy. The College offers one-year diploma programs to students who have completed their undergraduate degree in arts and science colleges, or who have completed secondary school and are studying at an arts and science college. These programs include, among others, Textile Technology, Hospital and Allied Health Services, Sales and Marketing Management, Automobile Service and Maintenance. The College also offers early school-leavers and people already in the work force certificate programs in various trades, such as Air-conditioning and Refrigeration, Cargo Management, Small Business Development, etc. The certificate programs are taught in two semesters, and include an internship in the second semester.

University News 10/13/97

JAPAN

THE JAPAN COLLEGE OF FOREIGN LANGUAGES (JCFL) is run by Bunsai Gakuen College, a not-for-profit educational foundation. It is also referred to as a "*Senmon Gakko*" or "*Senshu Gakko*" (Professional School), which means that it has special recognition from the Japanese Ministry of Education.

There are three types of *Senshu Gakko*. *Koto Senmori Gakko*, to which those who finished nine years of education can be admitted; *Senmon Gakko*, to which those who completed 12 years of education can be admitted; and miscellaneous schools.

As of 1992, the Ministry of Education allowed credits earned at *Senmon Gakkos* to be accepted as college level credits, transferable to two- and four-year institutions of higher education, provided that the *Senmon Gakko* had a minimum of 40 students and offered at least a one-year program with 800 hour/year contact hours. *Senmon Gakkos* do not grant degrees. Their credits are transferable to degree-granting programs at other institutions.

JCFL was founded in 1970 and has two main campus sites in Tokyo and Osaka serving about 3,500 students. The college offers both academic courses and intensive training in English to prepare students for further education abroad, and has formal transfer agreements with about 40 colleges in the US.

Correspondence from Bunsai Gakuen College 12/97

KOREA

PROSPECTIVE ESL TEACHERS are being warned by the American Embassy about some problems they may encounter in-country. Most of the problems seem to occur among teachers who have been contracted to work for private language schools (*bagwons*). According to Kathryn Berck, Chief of American Citizen Service in Seoul, "Despite contract language promising good salaries, furnished apartments and other amenities, many teachers find that they actually receive much less...some do not even receive benefits required by Korean law, such as health insurance and severance pay."

The types of employers of English language teachers in Korea include:

- *Hagwons* or *bakwons*: Private language schools where employees work 20-30 hours per week at an average salary of 1.3 million won per month (US \$1,850).
- *Chaebol*: Large corporate groups that run their own in-house ELT programs. Teachers should expect 30+ hours of duty as well as campus living or a long commute from Seoul. Typical salary is 1.5 million to 2 million won per month (US \$1,850-2,500).
- University Institutes: High pay and low turnover. Probably an MA in TESOL, plus considerable experience is needed to get a job.
- Provincial universities: A non-Korean is considered part of the faculty.
- Government/Research employment: Employees proofread correspondence, write speeches and sometimes teach. Pay is reasonable and housing may be provided.
- The Koretta/Epik Government Program places English speakers in every school district, giving the ESL teacher a chance to really get to know the country and its people.

Part-time employment is illegal if performed outside of an existing contract with a school.

American Language Review May/June 1997

MALAYSIA

NILAI COLLEGE, operated by a consortium of Australian universities led by La Trobe University, officially opened south of Kuala Lumpur in November 1997. Classes officially began January 5.

In October, the Malaysian government implemented a series of moves to promote twinning programs with foreign universities. To turn students to local colleges, the government reduced the tax deductibility of overseas education expenses and increased the price of passports.

The new campus of Nilai College is to be built in stages, with a targeted capacity of 6,000 students. Stage I has opened with a capacity for 2,000 students. The college operates on a trimester basis, which allows for accelerated study through the first one or two years before students go to Australia to complete their degrees.

The Western Metropolitan Institute of TAFE will pro-

vide certificate and diploma studies in hospitality, business and engineering. A university program in engineering is set to start in 1999 and other programs are under consideration.
Campus Review 11/19-25/97

PACIFIC ISLANDS

THE UNIVERSITY OF THE SOUTH PACIFIC (USP) is a regional university established in Fiji in 1968 by New Zealand and the UK. It is supported by 12 Pacific island governments whose countries span an area four times the size of Europe. These countries include the Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Samoa.

USP now has three major campuses: Laucala at Suva, Fiji; Alafua in Western Samoa; and the recently-opened Emalus campus at Vanuatu. It also offers a comprehensive system of distance education, ensuring that students from even the most remote locations will have access to higher education. In 1997, the enrollment of 9,000 (5,000 full-time) included students from 25 countries. More than 54 percent elected to study by distance education.

The Fiji campus houses three schools (Humanities, Pure and Applied Sciences, and Social and Economic Development) as well as five institutes (Applied Sciences, Education, Justice and Applied Legal Studies, Pacific Studies, Social and Administrative Studies), two centers (Center for the Enhancement of Learning and the Oceania Center of Pacific Arts and Cultures) University Extension, and the Computer and Media Centers. The Emalus campus houses the School of Law and the Pacific Language Unit. The Alafua campus has the School of Agriculture and the Institute of Research, Extension and Training in Agriculture.

Of the 882 students who completed their studies in 1996, 546 were at degree level and 39 were at postgraduate certificate and diploma level. More than 30 students successfully completed Master's programs in 1996, compared with just seven in 1990.

Campus Review 11/26-12/2/97

PAKISTAN

THE UNIVERSITY OF PUNJAB was the only university in Pakistan when it became a state in 1947. Today, Pakistan has 28 public and private universities and over 100 "affiliated" or "constituent" colleges, technical training institutes, teacher training schools, and other specialized institutions. Higher education continues to be conducted mostly in English.

About 67 percent of all public university income comes from federal grants. All appointments of faculty and administrators are made by the Ministry of Education, thereby depriving universities of any autonomy.

Regional News

Pakistan has no compulsory education and spends a smaller percentage of its national budget on education than any of its South Asian neighbors. The result has been a grossly underfunded public higher education system, unable to pay decent salaries, maintain libraries, purchase minimal supplies, or even keep physical facilities from crumbling.

Nevertheless, the number of young people seeking higher education continues to grow sharply each year. With the state incapable of keeping pace with this growth, the government has tacitly allowed the private higher education system to expand with minimal oversight. Six new universities have recently been awarded charters by the Ministry of Education, with another six under review. Bright spots in this booming private sector are institutions such as the Aga Khan University and Hamdard University in Karachi, and the Lahore University of Management and Sciences. But many other private institutions that have opened violate basic ethical, if not legal, standards. Many bill themselves as full-fledged, accredited, branch American universities, or as affiliated with American universities and awarding degrees from their American affiliate. The majority of these claims are fraudulent. While the existence of multi-national diploma mills is a worldwide phenomenon, there are so many such institutions in Pakistan that the University Grants Commission is being pressured by influential groups to give official recognition to these degrees to enable graduates to take government jobs.

International Higher Education Fall 1997

Europe

FRANCE

GRANDES ÉCOLES are as "closed as clams" and the leading schools will be "forced" to open up to more foreign students to reach enrollments comprised of one-third foreigners. This pledge was made by education minister Claude Allegre as he unveiled his two "key new aims" since taking the post last June. A commission is now drawing up recommendations to bring universities and *Grandes Écoles* closer, and to make the *Écoles* more "innovative."

Allegre aims to open up universities to life-long learning, and higher education institutions to European and international exchange. All of France's universities have been invited to submit proposals for permanent and comprehensive professional training courses, based on links with business and industry, which would remain open all year long with courses continuing throughout the academic vacations. Students would be able to enroll at any time in their professional lives to enhance or gain qualifications.

The Times Higher 10/10/97

ITALY

A MASTER IN ECONOMIA E TECNICA DEL TURISMO, offered by the Centro Italiano di Studi Superiori sul Turismo e sulla Promozione Turistica-Assisi (PG), is really a *Diploma Universitario (DU)*. According to the Fondazione Rui, the degree was "inappropriately named" and from 1995, was transformed into a *DU* of the University of Perugia, with legal validity on the whole national territory.

The education and training of future professionals in the tourism sector has these basic characteristics, as stated in the *Corso Master in Economia e Tecnica del Turismo*:

- admission requires the *Diploma di Scuola Media Superiore* or *Diploma di Maturita* (which grants access to university studies after 13 years of previous schooling), or a comparable foreign qualification
- the length of the program is three years
- the curriculum includes ten basic compulsory subjects, five elective subjects to be chosen from a list given by the Centro, and two foreign languages
- The grading scale used in annual examinations is 0 - 30, with 18 as a minimum qualifying grade.
- The degree of Master is awarded to students who have completed all course requirements, have prepared and defended a dissertation and passed a final examination based on a scale of 0 - 110, with 66 as the minimum passing grade.

Correspondence from Fondazione Rui 12/97

UNITED KINGDOM

NURSING inevitably will become a degree-only profession, say nurse educators, as nurses increasingly are asked to fill more intellectually demanding roles.

In the past decade, "Project 2000" was developed to meet health-care needs in the year 2000. It is a three-year program which places equal emphasis on academic study and practical training, unlike the former three-year nursing programs, which had less academic content. It results in both a Registration Certificate and a Diploma of Higher Education. The latter is considered to be 2/3 of a bachelor's degree. Graduates of the program are eligible to receive their bachelor's degree after a further year of full-time study; more than half of graduates aspire to a degree.

Christine Hancock, general secretary of the Royal College of Nursing, said, "Nursing has changed more in the past 50 years than ever before. Now it's time to open up discussions as to how we educate nurses for the year 2001 and beyond."

Due to poor education planning in the past, nursing is suffering serious staff shortages while demographic changes are placing new demands on the workforce.

Ms. Hancock said that it was necessary to make nursing a graduate profession for parity with other health professions and to boost the status of nursing.

"All the evidence shows that when you raise the entry gate for nursing, popularity increases," said Ms. Hancock. She fears, however, that there may be a push to deliver degrees in three years and a lack of recognition of the difference between three- and four-year degrees.

Times Higher 11/21/97

DEGREE INQUIRY PLEA: The Garrick committee, the Scottish arm of the Dearing inquiry, questioned the current dominance of the four-year degrees taken by 70 percent of students in Scottish higher education institutions. It proposed instead greater emphasis on a three-year general degree.

Sir Steward Sutherland, principal of Edinburgh University, said it was now incumbent on all institutions to examine the added value of the fourth year, and Edinburgh was about to embark on this. "For us, a key question will be whether the extra year, which provides the outstanding opportunities of studying a subject in depth in a research-led and equipped university, is justified in some, most or all cases," he said.

He warned the value of the three-year degree lay in the hands of employers and the job advertisements they issued.

Times Higher 11/21/97

Latin America

BOLIVIA.....

PRIVATE UNIVERSITIES: During the 1990s, Bolivia experienced strong growth in private higher education. The first private university, the Universidad NUR, was authorized to operate in 1982. There are now 27 private universities in operation. (Universidad Católica Boliviana is a private institution which enjoys the status of a public university.)

Private universities offer programs leading to the intermediate degree of *Técnico Superior* (Higher Technician), the full university degree of *Licenciado* (Licentiate) or a *Título Profesional* (Professional Title) such as *Ingeniero Comercial* (Commercial Engineer), and graduate programs leading to the *Maestría* (Master's) degree. Currently, none offer the *Doctor* (Doctorate).

Public universities include: Universidad Autónoma "Gabriel René Moreno," Universidad Autónoma "Tomas Frías," Universidad Boliviana "Juan Misael Saracho," Universidad Mayor de San Andrés, Universidad Mayor de San Francisco Xavier, Universidad Mayor de San Simon, Universidad Técnica del Beni, and Universidad Técnica de Oruro.

Private universities must seek not only institutional authorization, but also authorization for each and every program. Institutions and individual programs may be approved by executive and/or ministerial decree.

| University | Location | Date of Authorization |
|---|------------|-----------------------|
| Univ. Abierta Latinoamericana, | Cochabamba | 8/15/95 |
| Univ. Adventista de Bolivia, | Cochabamba | 7/31/91 |
| Univ. American, | La Paz | 3/27/96 |
| Univ. Boliviana de Informática, | Sucre | 3/11/94 |
| Univ. Central de Cochabamba (branch), | La Paz | 11/08/95 |
| Univ. Central de Cochabamba, | Cochabamba | 12/14/90 |
| Univ. Cristiana de Bolivia, | Santa Cruz | 4/13/94 |
| Univ. Contemporanea, | La Paz | 1/25/95 |
| Univ. de Aquino Bolivia (branch), | Oruro | 2/21/96 |
| Univ. de Aquino Bolivia, | La Paz | 2/06/95 |
| Univ. de la Amazonia Boliviana, | Riberapia | 5/23/96 |
| Univ. Evangélica Boliviana, | Santa Cruz | 3/02/82 |
| Univ. Franz Tamayo, | La Paz | 4/05/93 |
| Univ. Iberoamericana, | La Paz | 8/05/93 |
| Univ. Loyola, | La Paz | 2/20/96 |
| Univ. Nuestra Sra. de la Paz, | La Paz | 7/22/92 |
| Univ. NUR, | Santa Cruz | 8/28/82 |
| Univ. Privada de Bolivia, | Cochabamba | 9/23/92 |
| Univ. Privada de Santa Cruz de la Sierra, | Santa Cruz | 6/27/86 |
| Univ. Privada del Altiplano, | Oruro | 1/27/93 |
| Univ. Privada del Valle (branch), | Trinidad | 3/30/94 |
| Univ. Privada del Valle (branch), | Sucre | 3/30/94 |
| Univ. Privada del Valle, | Cochabamba | 11/04/88 |
| Univ. Prouniversidad, | La Paz | 1/25/96 |
| Univ. San Bernardo, | Larua | 7/28/93 |
| Univ. Santo Tomás, | La Paz | 7/21/93 |
| Univ. Técnica Privada "Cosmos" (branch), | Potosí | 4/03/96 |
| Univ. Técnica Privada "Cosmos", | Cochabamba | 4/06/93 |
| Univ. Técnica Privada Santa Cruz, | Santa Cruz | 4/13/94 |
| Univ. Tecnológica Boliviana, | La Paz | 4/05/93 |
| Univ. Unión Evangélica Boliviana, | La Paz | 5/08/89 |

Source: Revista Educación Superior y Sociedad Vol 8/97

Middle East

ISRAEL.....

THE COLLEGE OF MANAGEMENT-ACADEMIC AFFAIRS, Tel-Aviv, is an accredited institution of higher education in accordance with the Council for Higher Education Law of 1958. The College is authorized to award the degrees of Bachelor of Business (BBus), Bachelor of Law (LLB) and a Bachelor in Media Studies.

Correspondence, Secretary of Academic Affairs, Israel

BRANCHES OF FOREIGN COLLEGES are proliferating so rapidly that many educators question whether higher education in Israel is in the midst of a healthy, free-market expansion, or is being flooded with imported academic programs of questionable quality.

Regional News

The new institutions say they are responding to a growing demand for programs in law, business and continuing education. But many Israeli officials and educators say at least some of the programs have not been properly scrutinized and do not meet minimum requirements for a legitimate degree program. A bill to establish minimum requirements that branch programs must meet, and to require all such institutions to receive operating permits from the Council on Higher Education is expected to reach the floor of the Knesset early in 1998.

The Knesset's Education Committee chair, Emanuel Zisman, says that foreign branches serve an important function by mitigating the stream of young Israelis who used to go overseas to study. But many educators vehemently oppose branch campuses. Avishay Braverman, president of Ben-Gurion University of the Negev, said, "Most...are institutions that sell worthless degrees and are on the lowest possible level."

Among the largest branch programs in Israel are those linked to the University of Manchester in the UK and to two US institutions: Clark University and New England College. However, many other programs are linked to little-known institutions, several of them in Eastern Europe.

Chronicle of Higher Education 12/5/97

NIS (Newly Independent States)

RUSSIA

NAME CHANGE: Saint Petersburg State Academy of Aerospace Instrumentation has been given the status of a technical university and renamed the State University of Aerospace Instrumentation. The faculties include: Instrumentation, Informatics and Computer Systems, Radio Engineering, Economics, Management, and Law. More information can be found at the University's web site: <http://www.aanet.ru/svyazi/prospect>. Their fax number is +7 812-3120658

Correspondence from Dr. Sergey I. Sidorenko, Vice-rector for International Relations 12/97

SAINT PETERSBURG STATE TECHNICAL UNIVERSITY established a new International Education Management Department in 1997 to prepare specialists for work at Russian educational institutions. The department will offer a bachelor's degree in Management with specialization in International Education.

There are currently 22 first-year students working on the bachelor's program, and a master's degree is being planned. Short training/teaching courses for institutional staff also may be available in the future. The courses, modules of one- to two-weeks' duration, would result in the awarding of a Certificate to trainees. *Correspondence, St. Petersburg State Technical University 12/97*

THE FINANCIAL ACADEMY of the Government of the Russian Federation trains specialists at three levels: a four-year Bachelor of Arts; a five-year Certified Specialist, and a six-year Master of Arts. Part of the Academy is the Institute of Retraining and Skill Upgrading (IPPK) which offers postgraduate study in finance and banking. The 18-month programs require a bachelor's degree for entry and result in a Diploma of Professional Retraining and/or a second higher education credential which is not a Master of Arts, but nearly equivalent to it.

Correspondence from The Financial Academy of the Government of Russian Federation 12/08/97

THE RUSSIAN ORTHODOX UNIVERSITY OF ST. JOHN THE THEOLOGIAN

is the only church-run university in Russia offering secular subjects, particularly law and economics. It reflects the church's attempt to consolidate its hold on Russian society and turn itself back into the country's official religion. The university, which offers a free education to its 500 students, is primarily financed by private sponsors, with 40 percent of its budget coming from the powerful Oneksimbank. Opened in 1993, it now has departments of law, economics, ecology, philosophy and theology. A new medical department will open next fall.

The New York Times 1/4/98

RECORD NUMBERS OF STUDENTS have been admitted to Russian universities for the second year running, reversing a decade of decline. Admissions to state and private universities are expected to exceed last year's historic 700,000, then the highest ever figure, by 4 percent. Russian universities last witnessed such a surge of interest in 1985, when more than 635,000 students were registered.

Applications have increased across the board, not only for popular disciplines such as law, economics and languages, but also in areas which have suffered in recent years, such as science and engineering.

Several factors have been cited for the increase: the need for an education to advance in the workplace, the bringing of entrance examinations to applicants, and a desire to defer military service on the part of young men.

Times Higher 11/7/97

North America

CANADA

THE TEACHER'S COURSEFINDER at http://www.education.mcgill.ca/distance/ctcf/ctcf_intro.html is a database of professional development courses offered on the Web for teachers by Canadian faculties, colleges, schools, and departments of education. Where available, an e-mail address, web-site link, telephone and fax num-

ber are provided for each institution for information on a specific course. *CEA-ACE Newsletter 1/98*

UNITED STATES

ASIAN FINANCIAL WOES are being felt at US colleges as international students receive word from their fretful parents to cut back on expenses or come home.

Officials of American colleges and universities say it is too soon to grasp the full impact of the financial crisis in Indonesia, South Korea, Thailand and Malaysia. But some foreign students who went home at Christmas break have not returned, the number of foreign students seeking financial advice has swollen, and enrollment in some English language programs has plummeted.

Asia supplies 57% of the 458,000 foreign students who come to America in pursuit of higher education—injecting \$7 billion into the US economy. Officials fear that Asia's problems could lead to the biggest disruption since the fall of the Shah of Iran in 1979, when 51,310 Iranians made up the largest group of international students in the US. Iran sent 2,129 last year. Other foreign crises that have dampened enrollment have been limited to political troubles in a lone country, but this is new, regional and economic—not political.

Federal law prohibits foreign students from receiving any federally-backed financial aid, including grants, loans or salaries earned through work-study programs. That limits schools to handing out a few merit scholarships. The University of California/Los Angeles has scraped together emergency, short-term loans to help cover the tuition of about 10 students, but director Larry Gower is worrying about what is to be done in the long term. Nearly 1,000 of UCLA's 1,800 international students come from Asia.

Foreign students long have been prized by many college admissions and business offices as the cash cows of higher education, nearly always paying full tuition without the discounts provided to their domestic counterparts.

The top states hosting foreign students are California (57,017) and New York (46,076). Japan and China lead the feeder nations, followed by South Korea, India, Taiwan, Canada, Malaysia, Thailand and Indonesia.

The push to attract foreign students has spread in recent years even to community colleges such as Santa Monica College. Recruiters for the college now are planning recruitment trips to Asia to advertise their schools, which often charge less than half the cost of four-year universities. *Los Angeles Times 1/14/98*

TOP LURE FOR FOREIGN STUDENTS: Colleges and universities in Manhattan drew nearly 19,000 foreign students in the 1996-97 school year, according to a study by the Institute of International Education (IIE).

The total in the five boroughs of New York City was nearly 26,000 and almost 40,000 were on campuses within 50 miles of Columbus Circle in Manhattan. Last year was

the first time that Manhattan—New York County—ranked No 1 since the institute began tracking county-by-county figures three years ago. Los Angeles County, which had previously held that distinction, drew just under 18,000 foreign students in the 1996-97 school year.

The rise in students pouring into New York came as the overall number of foreign students attending American colleges and universities remained relatively flat for the seventh consecutive year—at 457,984, up about 1 percent from the previous year. The diversity and cultural activities of New York drew students, as well as the efforts of several institutions to find ways to help students pay for study here. *The New York Times 12/8/97*

AMERICANS STUDYING ABROAD increased in number to 89,242 in 1995-96, or by 5.7 percent (4,839) over 1993-94, according to the Institute of International Education. The increase, which follows an 11 percent jump the previous year, continues a decade-long trend. The number of students earning academic credits abroad still represents only one percent of the total enrollment in higher education.

The Chronicle of Higher Education 12/12/97

HOSPITALITY STUDY in the US differs from that available in other countries because of its emphasis on liberal arts and general education, in addition to building specific vocational skills. Vocational programs in the US may be located at community or technical colleges or at specialized career schools, and may lead to the award of a certificate or diploma, an Associate of Applied Sciences, Associate of Occupational Studies, or other vocational associate degree. Completion of such programs generally takes one to three years.

US community colleges (as well as many four-year colleges) also offer two-year associate degree programs in hospitality areas that are designed to allow students to transfer easily into four-year undergraduate programs in the field. Two-year academic programs include core instruction in the humanities, sciences, social sciences, and business as well as a specific career area.

In the early 1970s there were about 40 four-year US programs granting degrees in hospitality management or hotel and restaurant management. Today there are over 170 programs granting bachelor's degrees in these fields, as well as many new and specialized programs in such areas as tourism management and meeting/conference management. Generally, students complete two years of foundation studies, with liberal arts and business management studies combining with introductory courses in hospitality areas. Computer literacy, English composition, foreign languages, mathematics, speech, statistics, and practical ethics may be required. The last two years allow time for career-oriented specialization combining lectures with hands-on hospitality laboratories, work, and off-campus training. *The Advising Quarterly Fall/97*

A Credit Is A Credit...Or Is It?: Issues in Credit Transfer

HOW-TO

As both product and provocateur of mass enrollments and high rates of student mobility in US higher education, academic credit systems have a long history. The typical definitions of credit US colleges and universities employ usually refer only to units of time - most often a combination of hours per week in class and number of weeks per session - but in practice, credit hours are applied for purposes far beyond scheduling.

Credit systems offer colleges a deceptively simple and precise way to quantify educational achievement, to organize degree curricula, to assess tuition rates and salary scales, and to track facility costs. Despite their inadequacies as measuring tools, it is unlikely that credit systems will be abolished without an alternative mechanism in place to serve the same purposes.

Developing clear and flexible working policies for the transfer of equivalent or elective courses from programs at other US institutions is the best preparation for handling non-US credentials. Most experienced credit transfer officers recognize the value of a flexible approach, understanding credit as an administrative convenience rather than as an absolute value. Until recently, only a minority of colleges and universities outside the US even used credit systems. To illustrate, consider four common scenarios:

Non-Credit Systems: In many countries, such as the UK, students are required simply to study a range of subjects and pass examinations at the end of each academic year. Working solely with such transcripts, there may be no choice but to use the *average* credit taken by a full-time student at your institution as the basis for the total credit you will allot to each year's study at the non-US institution, distributing it to each subject on a *pro rata* basis. If you can obtain syllabus information about the content of each year's subject, you may be able to make more refined comparisons.

Systems That Account For Every Hour Of A Program: Some transcripts, such as those from Russia, present a detailed program of study containing the total number of hours of instruction, laboratory, tutorial and even independent study time on a per-subject basis. US credit definitions include an implicit assumption about time spent in study outside of class in relation to the time spent in class, usually on the order of two or three hours to one. These "invisible" hours are intended to fill out the schedule of full-time students who may spend 16 to 18 hours per week in class. In calculating credit you may also consider differences in the length of academic years, whether students are enrolled in special "intensive" programs of study (eg, in vocationally-oriented programs where both students and institutions may be committed to the most economical means of preparation for specific occupations), and of course the content of the curriculum, always a critical factor in transfer and placement decisions regardless of the number of hours a student can document.

Assessment Weight Systems: Most structured programs are characterized by an idea of cumulative achievement. Because the award of a degree depends on success in final examinations, and because a student's performance in final subject examinations is presumed to be built on stages of achievement, many institutions, as in India, will formalize this "cumulative" concept by giving more weight to grades earned at the end of a degree program than to those earned at the beginning. On some transcripts the greater weight of grades earned in the latter stages of a degree program will be indicated by a numerical value (i.e., a grade multiplier) assigned to individual courses. On other transcripts the same concept will be conveyed by a marking system in which final year courses have a much higher total grade value than first year courses. The important thing to recognize is that these grade multipliers may have only a marginal relationship to the credit value of the course in US terms. If your transcript review yields extremely lop-sided credit distributions (eg, half or more of the total credit appears in the final year), you're probably dealing with an assessment weight system. To get a better sense of the equivalent credit value of courses in the program, you should obtain a syllabus or program outline.

Simpler/Different Credit Systems: As mass higher education and increased student mobility reach significant levels in other countries, more colleges and universities have come to adopt modular-unit or credit systems in organizing degree programs.

Not every system, however, defines its credits with reference to time or in the same way. The Credit Accumulation and Transfer Scheme (CATS) introduced in the United Kingdom during the last decade defines one full-time academic year as consisting of 120 credits, with a bachelor's degree made up of 360 credits. The European Credit Transfer System (ECTS), by contrast, arbitrarily assigns 60 credits to one academic year so that students may study in different countries and have their work recognized by home institutions. Individual Australian universities use an amazing variety of different credit systems, and most do not correspond to the systems in place at other universities in the country. And while many Canadian universities use credit systems similar to those with which US universities are familiar, they often assign the same credit values to courses with different time commitments (eg, science courses with laboratory requirements are not always distinguished from lecture courses by the presence of additional credit).

In all such cases evaluators should familiarize themselves with the basic terms of the credit system in use before deciding on a credit conversion formula; this is especially important for incomplete programs.

--Richard Kearney, World Education Services

CYPRUS:

PRIVATE TERTIARY EDUCATION INSTITUTIONS REGISTERED WITH THE MINISTRY OF EDUCATION AND CULTURE

Following is a list of private institutions with their address, programs of study, and the duration and the certificate/diploma/degree awarded. Unless otherwise stated, the language of instruction is English.

AMERICANOS COLLEGE

2, Omirou Ave
PO Box 2425, 1521 Nicosia
Fax: (02) 365458

Secretarial Studies

(2 yrs., Higher Diploma)

Travel & Tourism Mgmt

(4 yrs, BA)

Hotel Management (4 yrs, BA)

Banking (4 yrs, BA)

Business Admin (4 yrs, BA)

Computer Science (4 yrs, BA)

Marketing (4 yrs, BA)

Accounting (4 yrs, BA)

Advertising (4 yrs, BA)

Economics (4 yrs, BA)

Management Information

Systems (4 yrs. BA)

Computer Science & Mgmt

(4 yrs, BA)

Computing & Accounting

(4 yrs, BA)

Computer Programming

(4 yrs, BA)

Management Information

Systems

(2 yrs, Assoc. Degree)

Computer Science

(2 yrs, Assoc Degree)

Hotel Management

(2 yrs, Assoc Degree)

Business Administration

(2 yrs, Assoc Degree)

Management

(2 yrs, Assoc Degree)

Marketing (2 yrs, Assoc Degree)

CDA College

2, Evagorou Ave
Chatzisavvas Bldg, 2nd flr
PO Box 1972 1515 Nicosia
Fax: (02) 367387

Secretarial Studies

(1 yr, Diploma) in Greek

Decoration and Architectural

Drawing

(2 yrs, Diploma) in Greek

Travel & Tourism

(2 yrs, Advanced Diploma)

COLLEGE OF TOURISM & HOTEL MANAGEMENT

81, Aglantzias Ave, Aglantzia
PO Box 281, 2150 Nicosia
Fax: (02) 336295

Travel & Tourism Admin

(2 yrs, Higher Diploma)

Hotel Administration

(6 terms, Higher Diploma)

CYPRUS COLLEGE

6, Diogenous St
PO Box 2006
1516 Nicosia
Fax: (02) 462051

Office Administration

(2 yrs, Assoc Degree)

Arts & Science

(2 yrs, Assoc Degree)

Business Admin

(2 yrs, Assoc Degree)

Travel & Tourism

(2 yrs, Assoc Degree)

Accounting (4 yrs, BBA)

Banking and Finance

(4 yrs, BBA)

Economics (4 yrs, BBA)

General Business (4 yrs, BBA)

Hotel Management (4 yrs, BBA)

Management (4 yrs, BBA)

Management Information

(4 yrs, BBA)

Marketing (4 yrs, BBA)

Computer Science (4 yrs, BBA)

Business Admin

(Graduate Course, 1 yr., MBA)

Business Admin with Concentration in Accounting

(2 yrs, Assoc degree)

Business Admin with Concentration in Banking & Finance

(2 yrs, Assoc. Degree)

Business Admin with Concentration in Economics

(2 yrs, Assoc. Degree)

Business Admin with Concentration in Hotel Mgmt

(2 yrs, Assoc Degree)

Business Admin with Concentration in Management

(2 yrs, Assoc Degree)

Business Admin with Concentration in Mgmt Information Systems

(2 yrs, Assoc Degree)

Business Admin with Concentration in Marketing

(2 yrs, Assoc. Degree)

CYPRUS COLLEGE OF ACCOUNTANCY AND BUSINESS STUDIES

13, Langada St, Strovolos
PO Box 5361, 1309 Nicosia
Fax: (02) 495333

Accounting (1 -2 yrs, Diploma)

Advanced Accounting

(2 yrs, Advanced Diploma)

Accounting & Finance

(1 yr, Diploma)

Banking (3 1/2 yrs, Diploma)

CYPRUS COLLEGE OF ART

Lemba, 8260 Paphos
Tel: (06) 245557

continued next page

Research

Fine Arts (3 yrs, Diploma)
Fine Arts
(1 yr, Postgraduate Diploma)

CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT

21, Akadimias Ave, Aglantzia
PO Box 378, 2151 Nicosia
Fax: (02) 331121

Business Admin (1 yr, Advanced Diploma; 1 or 2 yrs, MBA)

Public Sector Mgmt
(1 yr, Advanced Diploma;
2 yrs, MPMS)

ENGLISH TUTORIAL CENTER

22, Alkaiou St., Strovolos
PO Box 4621, 1301 Nicosia
Fax: (02) 467078

Secretarial and Office Admin
(1 yr, Secretarial Studies Diploma)

Exec Secretarial Studies
(1 yr, Exec Sec Studies Diploma)*

*Students are admitted only after completing the first course

EUROPA COLLEGE

28, Th. Theodotou St
PO Box 9062, 1620 Nicosia
Fax: (02) 459501

Journalism & Public Relations
(2 yrs, Diploma)*

Graphic/Decorative Arts & Typography (2 yrs, Diploma)*

Hotel Studies (2 yrs, Diploma)*

*Taught in both Greek and English

Hotel Management
(3 yrs, Higher Diploma)

FREDERICK INSTITUTE OF TECHNOLOGY

7 Gianni Freiderikou St,
Pallouriotissa
PO Box 4729, 1303 Nicosia
Fax: (02) 438234

Travel & Tourism

(1 yr, Certificate)

Business Studies
(2 yrs, Higher Diploma)

Computer Studies
(2 yrs, Higher Diploma)

Electrical Engineering (2 yrs,
Higher Diploma)

Graphic & Advertising Design
(2 yrs, Higher Diploma)

Interior Design
(2 yrs, Higher Diploma)

Fashion Design
(2 yrs, Higher Diploma)

Law (2 yrs, Higher Diploma)

Secretarial Studies
(2 yrs, Higher Diploma)

Aesthetic & Beauty Care
(2 yrs, Higher Diploma)

Audio-Video Production
(2 yrs, Higher Diploma)

Land Administration
(2 yrs, Higher Diploma)

Hotel & Restaurant Mgmt
(2 yrs, Higher Diploma)

Business Admin (4 yrs, BA)

Business Admin in Accounting
(4 yrs, BA)

Business Admin in Marketing
(4 yrs, BA)

Business Admin in Economics
(4 yrs, BA)

Computer Science (4 yrs, BSc)

Graphic & Advertising Design
(4 yrs, BSc)

Interior Design (4 yrs, BSc)

Fashion Design (4 yrs, BSc)

Pre-Primary and Lower Primary Teacher Education (4 yrs, BEd)
(in Greek)

Journalism (4 yrs, BA)

Broadcast Journalism (4 yrs, BA)

Travel, Tourism & Hotel Mgmt
(4 yrs, BA)

Mathematics (4 yrs, BA)

Business Admin (2 yrs, BA)

Bldg Technology (2 yrs, BA)

Mechanical Engineering
(2 yrs, Higher Diploma)

Architecture
(2 yrs, Higher Diploma)

Electrical Engineering

(4 yrs, BSc)

Computer Engineering
(4 yrs, BSc)

Civil Engineering (4 yrs, BSc)

Computer Engineering
(2 yrs, Higher Diploma)

Computer Science
(2 yrs, Higher Diploma)

Pre-Primary Education
(2 yrs, Higher Diploma)

Mechanical Engineering
(2 yrs, Higher Diploma)

Electrical Engineering
(2 yrs, Higher Diploma)

INTERCOLLEGE

46, Makedonitissas St
PO Box 4005, 1700 Nicosia
Fax: (02) 357481

Travel & Tourism Mgmt
(2 yrs, Assoc Degree)

Design (Interior & Graphic)
(2 yrs, Assoc Degree)

Pre-Engineering
(2 yrs, Assoc Degree)

Pre-Medical (2 yrs, Assoc Degree)

Psychology/Sociology
(2 yrs, Assoc Degree)

Office Admin
(2 yrs, Assoc Degree)

Child Care
(2 yrs, Diploma) in Greek

Communications
(2 yrs, Assoc Degree)

Nursing (2 yrs, Assoc Degree)

Translation & Interpretation
(2 yrs, Assoc Degree)

Business Admin (4 yrs, BSc)

Computer Science (4 yrs, BSc)

Computer Engineering
(4 yrs, BSc)

Hotel Management (4 yrs, BSc)

Accounting (4 yrs, BSc)

Banking (4 yrs, BSc)

Liberal Arts (4 yrs, BA)

Law (4 yrs, Bachelor of Laws)

Pre-Primary Education
(4 yrs, BEd)

Management (2 yrs, MBA)

Business Admin
(2 yrs or 12 mos, MBA)
Education (2 yrs, Med)
Radio & TV Production
(2 yrs, Assoc Degree)
Business Admin
(2 yrs, Assoc Degree)
Computer Science
(2 yrs, Assoc Degree)
Computer Engineering
(2 yrs, Assoc Degree)
Hotel/Hospitality Mgmt
(2 yrs, Assoc Degree)
Law (2 yrs, Assoc Degree)
Pre-Primary Educ (2 yrs, Higher Diploma) in Greek
Banking (2 yrs, Assoc Degree)
Liberal Arts (2 yrs, Assoc Degree)
Catering Hospitality
(2 yrs, Diploma)
Marketing (2 yrs, Assoc Degree)
Management Info Systems
(2 yrs, Assoc Degree)
Computer Science & Engineering (2 yrs, Assoc Degree)
Hotel/Hospitality & Tourism Mgmt (2 yrs, Assoc Degree)
Law (1 yr, Certificate)
Communications (4 yrs, BSc)

KES COLLEGE
 corner of Callipoleos Ave & Grevenon St
 1055 Nicosia
 Fax: 446562

Beauty Therapy (2 yrs, Higher Diploma in Beauty Therapy or Higher Diploma in Beauty Therapy & Hairdressing) in Greek
Secretarial Studies (2 yrs, Higher Diploma) in Greek
Journalism & Public Relations (2 yrs, Higher Diploma) in Greek

KIMON COLLEGE
 1, Grigori Afxentiou Ave
 PO Box 646, 6306 Larnaca
 Fax: (04) 651895

Secretarial Studies (1 yr, Diploma)
Hotel Studies (1 yr, Diploma)
Tourist Studies (1 yr, Diploma)
Business Studies
(2 yrs, Higher Diploma)
Computer Studies
(2 yrs, Higher Diploma)
Hotel Management
(2 yrs, Higher Diploma)

LAMARQUE COLLEGE*
 7B, Karpenisiou St
 PO Box 516, 1660 Nicosia
 Fax: (02) 374472
 *not operating

LYNN COLLEGE OF MUSIC & ARTS
 PO Box 12645, 2251 Nicosia
 Fax: (02) 486808

Fine Arts (1 yr, Diploma)
Fine Arts (2 yrs, Assoc Degree)
Fine Arts (4 yrs, BA)
Music (4 yrs, BA)
Ballet (2 yrs, Assoc Degree)
Ballet (4 yrs, BA)
Theater & Drama (4 yrs, BA)
Radio - TV Film
(2 yrs, Assoc Degree)
Radio - TV Film (4 yrs, BA)

P A College
 6, Archiepiskopou Makariou III Ave
 PO Box 763, 6307 Larnaca
 Fax: (04) 628860

Foundation in Business Admin & Info Tech (1 yr, Certificate)
Law (1 yr, Higher Certificate)
Business Admin
(3 yrs, BA [Honours])
Banking (3 yrs, BA)
Accounting (3 yrs, BA)
Computing and Info Science
(3 yrs, BSc [Honours])
Business Admin
(2 yrs, Higher Diploma)
Computing and Info Systems
(2 yrs, Higher Diploma)

PLATO COLLEGE
 8, Souliou St
 PO Box 5001, 3820 Limassol
 Fax: (05) 361564

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Computing (2 yrs, Diploma)
Accounting (2 yrs, Diploma)

REA SCHOOL OF BEAUTY

2, Pasikratous St
PO Box 592, 3608 Limassol
Fax: (05) 383360

Beauty Care
(2 yrs, Diploma) in Greek

SUSINI COLLEGE

15, np Laniti St
3021 Limassol
Fax: (05) 369702

Beauty Care
(1 yr, Diploma) in Greek

Beauty Care
(2 yrs, Higher Diploma) in
Greek

THE C.T.L. COLLEGE

Corner of Platonos & Liperti Sts.
PO Box 1938, 3509 Limassol
Fax: (05) 376605

Preparatory (1 yr, Certificate)
**Hotel & Catering (Cookery &
Pastry)** (1 yr, Diploma)
**Hotel & Catering (Waiting and
Bar Tending)** (1 yr, Diploma)

Office Admin with Computers
(2 yrs, Higher Diploma)

Professional Marketing
(2 yrs, Higher Diploma)

**Travel & Tourism Mgmt with
Computers**

(2 yrs, Higher Diploma)

Law (2 yrs, Higher Diploma)

Professional Banking
(3 yrs, Higher Diploma)

Professional Accounting
(4 yrs, BA)

Business Admin (4 yrs, BA)

Computers (4 yrs, BSc)

THE CYPRUS INSTITUTE OF MARKETING

25, Zannetou St, Agios Andreas
PO Box 5288, 1308 Nicosia
Fax: (02) 459331

Marketing Studies (1 yr, Diploma)

Business Admin (2 yrs, BBA)

Shipping (2 yrs, BSc)

Tourism Mgmt (2 yrs, BSc)

Financial & Computer Studies
(2 yrs, BBA)

Banking (2 yrs, BSc)

European Studies (2 yrs, BSc)

Insurance (2 yrs, BSc)

Business English (1 yr, Diploma)

**Corporate Mgmt & Strategic
Planning** (12 mos, Post-
Graduate Diploma)

Business Admin (12, MBA)

THE PHILIPS COLLEGE

4-6 Lamias St, Stovolos
PO Box 8008, 2090 Nicosia
Fax: (02) 315222

Law (1 yr, Diploma)

Accounting & Finance (4 yrs, BA)

Business Studies (4 yrs, BA)

Computer Studies (3 yrs, BA)

**Office Communication &
Languages** (3 yrs, BA)

Public Relations (4 yrs, BA)

Psychology & Sociology
(3 yrs, BA)

**Pre-primary & Primary Educa -
tion** (3 yrs, BA)

Tourism & Languages (3 yrs, BA)

Estate Mgmt (3 yrs, BA)

Health Svcs Mgmt (18 mos, Post-
Graduate Diploma)

Education (18 mos, Post-Graduate
Diploma)

Business Admin (2 yrs, MBA)

Finance Mgmt (2 yrs, MSc)

Information Tech (4 yrs, BSc)

Accounting & Finance
(2 yrs, Assoc Degree)

Business Studies
(2 yrs, Assoc Degree)

Information Technology
(2 yrs, Assoc Degree)

Public Relations
(2 yrs, Assoc Degree)

VLADIMIROK KAFKARIDIS SCHOOL OF DRAMA

corner of Athinon and Serron Sts
2040 Strovolos, Nicosia
Fax: (02) 493450

Dramatic Art
(3 yrs, Diploma) in Greek

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